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ABSTRACT

The Special Education Department of the Omaha Public Schools implemented assessment classes for students identified as learning disabled. The classes offer the opportunity for in-depth evaluation of behavior in a variety of situations and with many different techniques and materials. Four critical elements of LD assessment classes include: the design (students are bused to the LD Diagnostic Center from their regular school classes); the staff (staff includes four master teachers, a speech-language pathologist, an aide, and a secretary); the process (information is analyzed regarding learning characteristics, alternate curriculum and materials); and parental involvement (parents are invited to visit the class). Among additional services of the center are review of new instructional materials, demonstration teaching, and inservice teacher training. Accompanying background materials include guides, forms, and evaluation instruments from the LD center; and the publication, "News and Views of the Learning Disabilities Programs." (CL)

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ASSESSMENT CLASSES FOR L.D. STUDENTS

ED257300

The determination of how students learn and what can be done to remediate their problems is not easy. In the past students were evaluated in a one or two hour time period by an examiner who was a stranger to them. Thus very important decisions concerning the students' educational plan were made with limited information. Students with learning disabilities have varied and unique strengths and problems which often are not adequately assessed in this "standard testing procedure".

Recently the assessment process has changed and today is often thought of as a means to gather information about a student in order to facilitate educational programming. In other words, assessment results should clearly outline how to teach the child.

The Special Education Department of the Omaha Public Schools has implemented assessment classes for students who are identified as being learning disabled. Assessment is considered a very complex process where many variables must be examined, such as learning styles, teaching techniques, and grouping alternatives.

The intent of these classes is to provide an assessment that is more than a brief sampling of behavior. The students can show the teacher what they really can and cannot do over a period of time. There are 2 obvious advantages. First, behavior is observed in various situations. Many different techniques and materials can be used. Second, the original scores which qualified the student as LD can be verified during additional testing and observations that are done while the student is in attendance at the Center.

There are three major components in the development of an educational program.

The success of assessment classes is related to the amount of careful planning devoted to deciding crucial instructional procedures. Planning, then, can be considered the first step, and the foundation for developing the program.

The second step is evaluation of the student to determine the priority instructional objectives. This is done by looking at all the records and information concerning the child before arrival at the Center. Additional data is gathered through observation, formal and informal tests and task analysis.

The last step in developing the program is suggesting remedial strategies emphasizing practice exercises and reinforcements for learning. Systematic recording and evaluation of techniques and materials are essential.

There are four (4) important elements of the L.D. Center assessment classes:

The Design

The Staff

The Process

Parental Involvement

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The Design:

The assessment classes are located at Spring Lake Elementary School. There is both a primary and an intermediate classroom with a maximum of 10 students in each class at any given time. The students usually spend 4 weeks at the Center, although in rare cases additional time may be needed. In the morning the students go to school as usual. From there they are picked transported by Special Education vans to the Center. At the end of the day they return to their schools by dismissal time. Ordinarily students attend the Center just prior to placement in a Level II Learning Disability Program.

There are many alternative intervention programs that are considered for chiloren with specific learning disabilities. Most students who have mild learning disabilities can be adequately maintained within the regular classroom setting. This can be achieved through special programming or curriculum modifications. Some children with a moderate degree of disability continue to spend most of their time in the regular class but require supplemental intervention to provide resource or tutorial services. Only a very small proportion of children have learning disabilities severe enough to require their removal from the regular class for most of the day.

The Staff:

The quality of the program is maintained by the committment and expertise of the personnel. The Center is staffed with four master teachers, a part time speech-language pathologist, a paraprofessional educational aide, and a secretary. The aide assists in the classroom and performs durties that contribute to the functioning of the Center. The secretary handles all general office procedures, schedules students, and types reports and I.E.P.'s. A speech/language pathologist is assigned to the Learning Disabilities Diagnostic Center on a part time basis. The pathologist does classroom observations, indepth language evaluations and provides remedial suggestions for the severely language impaired students. The teachers are master level educators with several years experience with special education students. The four teachers rotate among four teaching positions. There is a lead teacher in each classroom, a teacher assigned for educational testing and assessment, and a teacher in a position termed floater. During the floater rotation, the teacher is available for observations, classroom visitations, parent/teacher conferences and follow-up. With the rotation of teaching positions, more than one teacher has the opportunity to work with each student attending the Center. The teaching arrangement allows for team teaching, flexible grouping arrangements, and one to one work with the children. Daily staff meetings are an integral part of the schedule. At these meetings input from each teacher is reviewed and discussed. Recommendations and placement decisions are generated by the team.

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The educators are effective diagnostic-prescriptive teachers who have specifically developed skills. These skills include:

- Systematically observing children and defining their learning problems.
- Administering and interpreting formal and informal evaluation measures.
- Determining appropriate educational objectives and developing prescriptive teaching activites.
- Selecting and utilizing appropriate instructional materials.
- Writing reports containing recommendations for educational programming and information cncerning learning styles.
- Formulating I.E.P.'S.
- Selecting the appropriate classroom placement.
- Communicating recommendations to parents, teachers, principals, and supervisors.
- Monitoring the student's progress following special education placement.

The Process:

When a referral to the L.D. Center is received, one of the teachers is assigned as an advocate for the student. This teacher follows the student from initial referral through the IEP development and subsequent placement in a special education classroom.

When students are accepted for placement at the Center their educational records, psychological assessment, and background information are studied. The advocate also visits the student's present teacher for additional information.

The advocate contacts the family to explain the process involved in assessment and who will be working with the student. An invitation is extended to the parents to visit the Center prior to the student's placement or anytime during the student's stay.

Target dates for entrance are established and transportation is arranged. During the next four weeks a working rapport between the student and the staff is established. Academic, socio-emotional, and speech and language behaviors are examined. Emphasis is placed on creating an environment in which the true abilities of the student can be adequately assessed. Baseline information is gathered to identify strengths and weaknesses. In implementing prescriptive teaching techniques, the teacher often obtains additional information concerning the child's learning style, retention, generalization, and attitudes toward learning. Specific recommendations are then generated concerning materials and curriculum modifications.

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If modifications and adjustments of standard curriculum cannot meet the student's unique learning characteristics, alternate curriculum and materials are tried. Various curriculum materials are experimented with as a basis for selecting the best one for that child. Students who attend the Center, present an extensive array of learning problems. Determining the most effective approach for each child is crucial to successful intervention. Often in subject areas such as reading and math, several materials and approaches are tried and evaluated.

As the student approaches the end of attendance at the Center, the staff finalizes a report describing learning styles and teaching suggestions. The receiving teacher as well as the parents are involved in established goals and objectives for the I.E.P. The printed IEP and report are delivered to the student's new classroom.

A recommendation is made for placement in a classroom that as closely as possible matches the child with a teacher in a learning environment where optimum progress can be expected. The advocate arranges to meet the child on the first day at the new school in order to ease the transition.

Follow-up is made periodically in order to evaluate the appropriateness of recommendations, to monitor their use, and to provide continued consultative services.

Parental Involvement:

An important aspect of assessment is input from parents. Parents are called frequently by the advocate and encouraged to visit the assessment class. This provides an opportunity for them to learn more about their child and also gain a better understanding of educational concerns and placement consideratаions. This is an important aspect of community relations.

The Center staff provide a variety of additional services:

The staff previews computer programs and recommends specific software for use with L.D. students. A handbook reviews various software programs available in the school district indicating software subject, difficulty level, grade range, description, and supplementary materials available.

The staff continually reviews new instructional materials and monitors the use of curriculum presently used in the LD programs. Because these programs serve over 400 severe L.D. students, it is essential to strive for curriculum consistency. The Center maintains an up to date inventory of materials available in each classroom and locates curriculum materials when needed.

Demonstration teaching is an important role of the Center staff. It provides an opportunity to share a new curriculum material or teaching strategy which can be incorporated into the existing instructional program.

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The Center staff is involved in developing in-service programs for special education teachers. The Center provides an in-service class each semester on a variety of topics. Some that have been presented are: selecting materials for language/ learning diabled students, gathering and reporting test information, reviewing computer software for teachers of LD students, and working with the language impaired LD student.

The teachers at the Center are responsible for publishing quarterly newsletters for teachers of L.D. students, principals, and supervisors. The newsletters contain current happenings in the LD classrooms, teaching techniques, programming strategies, notes on upcoming special education events, and reviews of current literature.

Unlike the usual one or two hour testing situation typically used by school systems, the L.D. Center assessment classes operated by Omaha Public Schools offer a short term, intensive investigation of the whole child. Assessment becomes valid and reliable when a student demonstrates learning strengths and weaknesses over time. The goal of the Center is to provide parents and teachers with information necessary to provide the best opportunity for educational success for L.D. students.

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LEARNING DISABILITIES DIAGNOSTIC CENTER

OMAHA PUBLIC SCHOOLS

Developed by:

Joyce Cramer, Supervisor

Julie Allen
Carol Ellis
Judy Schroeder

Student Assistance Team

↓

Multi-Disciplinary Team Staffing

↓

Diagnosis - LD
Placement recommendation - Level II

↓

Community Counselor gets cumulative file, staffing notes and sped file and gives to routing secretary

↓

Routing secretary routes to....

↓

Audit committee
who reviews materials and recommends approval/disapproval

↓

Materials returned to routing secretary to forward to Placement Supervisor

↓

Placement Supervisor Approval

↓

Community Counselor contacts Center

↓

Community Counselor gets consent form signed and delivers it, staffing notes, and cumulative file to Center

↓

Center sets up transportation

↓

Student starts Center

↓

Student finishes Center but prior to placement...

↓

Center staff develop's I.E.P. progress report and prepares report

↓

Determine with transportation school assignment - schools and parent notified

↓

Notify Community Counselor to pick up cumulative file for update and deliver to new school

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POSITION GUIDE

Part A: Position Requirements

Position Title:

Special Education Diagnostician

Primary Function:

To participate in the development and implementation of specific educational programming for students identified as learning disabled.

Major Responsibilities:

(1) Interpreting evaluation instruments; (2) planning for prescriptive teaching activities; (3) formulating Individual Educational Plans (IEP's); (4) communicating recommendations to parents, teachers, principals, and supervisors; (5) monitoring student progress following special education placement; (6) inservicing for Special Education teachers.

Illustration of Key Duties:

(1) Interpreting evaluation measures: reviews test data to define preferred modes of learning and select effective instructional techniques; gathers information regarding current levels of functioning; uses test data to determine potential achievement; (2) Planning for prescriptive teaching activities: utilizes information gleaned from teacher interviews; determines extent to which regular curriculum can be used; contributes to the standardization of the curriculum used with L.D. students; develops appropriate adjustments or modifications of curriculum; determines alternative materials that may be effective; selects and utilizes a variety of instructional strategies; simulates a range of classroom conditions to determine optimal learning environment; employs various behavior management techniques to maintain behavior conducive to learning; demonstrates teaching strategies for visiting teachers; (3) Formulating Individual Educational Plans (IEP's): within the framework of state and federal guidelines, develops goals and objectives appropriate for current levels of functioning and related to district grade level goals in conjunction with the Special Education teacher, parent, and other appropriate personnel (i.e. speech therapist); (4) Communicating recommendations to parents and teachers: prepares a written report and/or profile of educational recommendations and information pertaining to learning styles and behavior management techniques; shares report with teacher and parent at a conference.; (5) Monitoring student progress after Special Education placement: visits classrooms to check on progress; observes student's performance in individual and small group work; conferences with teachers to determine appropriateness/effectiveness of recommendations; develops alternative suggestions when necessary; (6) Inservicing for Special Education teachers: plans inservice programs in response to teacher interest/need; reviews materials and teaching techniques for use with special students; develops inservice programs on topics determined by the supervisors.

Special Assignments:

Contribute to and help publish a quarterly newsletter that reviews current trends and literature for the programs. Compile follow up information for research purposes. students. Participate in Special Education placement staffings at the request of building personnel. Attend monthly program meetings for Special Education teachers.

Organizational Relationships:

(1) is accountable to the Supervisor of the program, (2) coordinates work with other members of the Center staff; (3) relates role to the goals and objectives of the total Special Education program; (4) relates teaching to the goals of the instruction department; (5) becomes knowledgeable of Policies and Regulations and Procedures of the school district and operates within the framework they provide.

Part B: Position-Holder Qualifications

Position-Holder Qualifications:

(1) Education: (a) graduate of a four-year accredited college; (b) professional work beyond the Bachelor's Degree is desirable; (c) academic major in Special Education; (d) emphasis of course work on learning disabled/emotionally disturbed (2) Skills, Knowledges, Abilities: (a) functions effectively as a member of the Center staff; (b) organizes and works effectively with small groups of teachers; (c) maintains a strong committment to the Special Education programs; (d) has the ability to develop individualized educational programs; (e) has the ability to adapt to differences and changes in characteristics of pupils, programs, leadership, and colleques; (f) has the ability to plan and implement prescriptive teaching activities/behavior management programs; (g) demonstrates qualities of emotional maturity, empathy, and concern for human beings; (h) has the ability to convey written information clearly and concisely; (3) Experience: Some experience in testing and evaluation; four years of successful teaching experience in Special Education (preferable with L.D./B.I. students); teaching experience in regular education is also desirable.

OMAHA PUBLIC SCHOOL DISTRICT
POSITION GUIDE

Part A: Position Requirements

Position Title:

Educational Secretary

Primary Function:

To perform secretarial duties that are essential to the functioning of the Center.

Major Responsibilities:
---
(1) Handling general office procedures; (2) operating the computer; (3) scheduling students; (4) arranging transportation.

Illustration of Key Duties:
---
(1) Handling general office procedures: handles incoming calls for teachers; answers telephone inquiries concerning general operating procedures; contacts schools for student information; processes requisitions and purchase orders; manages office files; monitors transporting of all student records; (2) Operating the computer: uses word processing to generate letters (for principals and parents), reports, classroom materials, inter-department memos, and transcribe dictation; enters material on data base (i.e. student information, ordering, inventory); monitors student computer time; (3) Scheduling students: contacts with referring personnel; checks on completeness of information; assigns advocacy; selects starting dates; (4) Arranging transportation: requests starting and stopping dates; requests transportation for new placements; checks on absences and late vans.

Special Assignments:

Assist in preparation of materials for inservice or meetings. Type material for other Special Education departments (if specially requested). Assist in preparation of classroom materials.

Organizational Relationships:
---
(1) is accountable to the Supervisor of the program; (2) works cooperatively with each staff member; (3) becomes knowledgeable of Policies and Regulations and Procedures of the school district and operates within the framework they provide.

Part B: Position-Holder Qualifications

Position-Holder Qualifications: (1) graduate of a standard high school; (2) meets minimum requirements on the District's General Clerical Test; (3) has the ability to operate a computer (this may be on-the-job training); (4) has the ability to deal with the public and work effectively with other employees; (6) has the ability to relate appropriately to children.

OMAHA PUBLIC SCHOOL DISTRICT
POSITION GUIDE

Part A: Position Requirements

Position Title:

Educational Aide

Primary Function:

Under general supervision, to assist teachers in running the classrooms and performing duties that contribute to the functioning of the Center.

Major Responsibilities:
---
(1) Assisting teachers in preparation of materials; (2) Interacting s and supervising s students during specified times; (3) Performing a variety of regular clerical duties; (4) Handling general classroom maintenance.

Illustration of Key Duties:
---
(1) Assisting teachers in preparation of materials: prepares instructional materials; gathers materials for instructional exercises; makes supplemental materials; monitors needed supplies; (2) Interacting and supervising students during specified times: tutors students individually or in small groups to reinforce learning activities; supervises the loading and unloading of vans; interacts with students during activity times; (3) Performing a variety of regular clerical duties: files; duplicates materials; operates instructional media, office machines, and equipment; (4) Handling general classroom maintenance: replaces and refiles all materials; keeps room materials organized; assists with room upkeep.

Organizational Relationships:
---
(1) is accountable to the Supervisor of the program; (2) is accountable to teachers in terms of day-to-day operation; (3) becomes knowledgeable of Policies and Regulations and Procedures of the school district and operates within the framework they provide.

Part B: Position-Holder Qualifications

Position-Holder Qualifications:
---
(1) has basic literacy skills equivalent to a sixth grade level; (2) maintains cooperative working relationships with students and staff; (3) demonstrates an understanding, patient, warm, and receptive attitude toward children; (4) understands and carries out oral and written instructions; (5) learns procedures to be followed in instructional settings.

L.D. DIAGNOSTIC CENTER - INTAKE INTERVIEW

STUDENT: _____ ADVOCATE: _____

AGE: _____ SESSION DATE: _____

GRADE: _____ INFORMANT(S): _____

SCHOOL: _____ INTERVIEW DATE: _____

1. What are the student's strengths and weaknesses? Of these weaknesses, what are the primary concerns?

   Strengths:
   _____
   _____
   _____

   Weaknesses:
   _____
   _____
   _____

   Primary concerns:
   _____
   _____
   _____

2. Describe physical changes in the classroom and types of structure necessary to manage behavior (e.g. seating)
   _____
   _____
   _____

3. Medications (name, dosage, date started, date of last dosage change):
   _____
   _____
   _____

4. Current program (list name of text, level/page, progress, specific types of modifications or supplemental activities, degree of coordination):

   READING:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

   MATH:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

SPELLING:

SOCIAL STUDIES/SCIENCE:

HANDWRITING:

WRITTEN LANGUAGE (attach sample):

ORAL LANGUAGE/REASONING ACTIVITIES:

5. Summarize grades by area (report card):

6. Teacher's comments regarding appropriate placement:

STUDENT NAME _____ I.D.# _____

BIRTHDATE _____ SCHOOL _____

GRADE _____ TEACHER _____

SP/LANG CLINICIAN _____

1. Current program(s) of service: Type Date Entered

_____ _____

_____ _____

_____ _____

2. Specific areas of mainstreaming (include amount of time):

3. Academic Areas:

Reading:

_____

_____

Test Info: _____

Spelling:

_____

_____

Test Info: _____

Written Language:

_____

_____

Test Info: _____

Math:

_____

_____

Test Info: _____

Attention/Behavior:

_____

_____

_____

Department of Special Education
Learning Disabilities Diagnostic Cente
4215 South 20th Street
Omaha, Nebraska 68107
978-7083

STAFF QUESTIONNAIRE

NAME: _____

SCHOOL: _____

POSITION: _____

PREVIOUS TEACHING EXPERIENCE: _____

_____

ARE YOU NEW TO OMAHA? _____

IF YES, FROM WHERE? _____

REASON FOR MOVE? _____

EDUCATIONAL BACKGROUND: _____

_____

DO YOU HAVE A FAMILY? _____

_____

SPECIAL INTERESTS: _____

_____

Department of Special Education
Learning Disabilities Diagnostic Center
4215 South 20th Street
Omaha, Nebraska 68107
978-7083

WHAT'S HAPPENING?

NAME: _____

SCHOOL: _____

POSITION: _____

MAINSTREAMING IDEAS? _____

_____

NEW MATERIALS? _____

_____

SUCCESSFUL TEACHING IDEAS? _____

_____

HOW ARE YOU COORDINATING INSTRUCTION? _____

_____

SPECIAL CLASSROOM PROJECTS? _____

_____

IDEAS FOR BEHAVIOR MANAGEMENT PROGRAM? _____

_____

LEARNING DISABILITIES DIAGNOSTIC CENTER
4215 South 20th Street
Omaha, Nebraska 68107
978-7083

NAME:

GUARDIAN:

I.D. NO.:

ADDRESS:

B.D.: 10/28/77

PHONE:

C.A.: 7-1

SCHOOL: Belvedere

GRADE: 1

ATTENDANCE DATES: 12/5/84 - 1/18/85

DIAGNOSTICIAN:

L.D. DIAGNOSTIC CENTER SUMMARY

READING

1. Lippincott A, Starting Out, Page 19.
2. Include a daily decoding activity using reading vocabulary. A tracking arrow improves his decoding (pump) ⟶.
3. Use a finger or pencil to track sentences during oral reading. This helps him attend to the task.
4. Knew 7/16 High Frequency Words (44% accuracy).
5. Able to self correct some encoding errors when asked to read what he wrote and compare to what the teacher said.
6. For daily dictation have him identify the number of sounds heard, prior to writing the word.
7. Step Manip-U-Lock materials (CVC strips) can be used to reinforce reading lessons. Have him write each word after he spells it with the letter tiles.
8. Use Steck Vaughn - Reading, Thinking, Reasoning Skills, Sunshine Level, for comprehension work.

HANDWRITING

1. Continue instruction in Palmer Handwriting Book 1. Spacing is a problem for him.
2. Able to complete far point copying activities. Story paper was used for copying activities because he does not understand how to divide a line of print.

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3. The quality of his work is dependent upon his understanding of teacher expectations. Although he knows where to write his name on his paper, he does not consistently do it.

MATH
---

1. Heath 1, Chapter 5, page 107.

2. Does not attend to operational signs when mixed on a page. Highlighting the addition sign in green and the subtraction sign in red helps.

3. Knows facts 0-5 - 100% for addition, 90% for subtraction; facts 6-10 - 74% for addition, 63% for subtraction.

4. Tendency to write over numbers rather than erase.

5. Able to rote count 1-39; able to write numbers 1-11. Provide daily practice writing numbers 1-20 using a model.

6. Monitor for possible mainstreaming in math.

WORK HABITS
---

1. Intermittent reinforcers necessary to keep him working even during one-to-one situations.

2. Difficulty adhering to classroom structure and rules (i.e. talking out, bothering others, mumbling under his breath when corrected).

Diagnostic Teacher
Learning Disabilities Diagnostic Center

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PROGRESS REPORT

20-MAR-1985 Record: 61 Page: 1

FOLLOWS CLASSROOM & SCHOOL RULES		Init:		BEA
Criterion: 50 % ACCURACY	Status: MET	As of:	16-NOV-84	3
SCORES 78ss ON WOODCOCK-JOHNSON (WRITTEN LANGUAGE CLUSTER)		Init:		LAB
Criterion:	Status: MET	As of:	16-NOV-84	236
SCORES 74ss ON WOODCOCK-JOHNSON (MATH CLUSTER)		Init:		MAF
Criterion:	Status: MET	As of:	16-NOV-84	57
SCORES 72ss ON WOODCOCK-JOHNSON (READING CLUSTER)		Init:		REH
Criterion:	Status: MET	As of:	16-NOV-84	77
FOLLOWS CLASSROOM & SCHOOL RULES		Init:	18-JAN-85	BEA
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	25-JAN-85	3
ATTEMPTS EVERY TASK PRESENTEDWITHOUT A NEGATIVE REACTION		Init:	8-MAR-85	BEA
Criterion: DAILY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	165
CORRECTLY SPACES EACH WORD IN A WRITTEN SENTENCE		Init:	18-JAN-85	HAA
Criterion: W/IN STU LIMITA	Status: BEGIN OBJECTIVE	As of:	25-JAN-85	135
WRITES NUMERALS IN ORDER FROM 1 TO 30		Init:	8-MAR-85	MAAA
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	165
RECITES FROM MEMORY ADDITION FACTS THROUGH 10		Init:	8-MAR-85	MAAB
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	9
ADDS 1-DIGIT PROBLEMS W/OUT REGROUPING		Init:	8-MAR-85	MAAB
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	18
RECITES SUBTRACTION FACTS THROUGH 10 FROM MEMORY		Init:	8-MAR-85	MAAC
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	9
WRITES SUBTRACTION FACTS THROUGH 10 FROM MEMORY		Init:	8-MAR-85	MAAC
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	10
SUBTRACTS 1-DIGIT PROBLEMS W/OUT REGROUPING		Init:	8-MAR-85	MAAC
Criterion: 90 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	21
DEMONSTRATES MASTERY OF HEATH 1 SKILLS		Init:	18-JAN-85	MAE
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	25-JAN-85	3
DEMONSTRATES MASTERY OF HEATH 1 SKILLS		Init:	8-MAR-85	MAE
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	3
TRACKS LETTERS FROM LEFT TO RIGHT		Init:	8-MAR-85	REB
Criterion: W/IN STU LIMITA	Status: BEGIN OBJECTIVE	As of:	15-MAR-85	54

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PROGRESS REPORT

20-MAR-1985 Record: 61 Page: 2

BLENDS INDIVIDUAL SOUNDS INTO WORDS			Init: 8-MAR-85	RED
Criterion: W/IN STU LIMITA	Status: BEGIN OBJECTIVE		As of: 15-MAR-85	27
NAMES CONSONANT, GIVEN CONSONANT SOUND			Init: 8-MAR-85	RED
Criterion: 95 % ACCURACY	Status: BEGIN OBJECTIVE		As of: 15-MAR-85	29
IDENTIFIES SHORT VOWELS IN A WORD			Init: 8-MAR-85	RED
Criterion: 85 % ACCURACY	Status: BEGIN OBJECTIVE		As of: 15-MAR-85	129
READS AND SPELLS 16 HIGH FREQUENCY WORDS			Init: 8-MAR-85	REF
Criterion: 95 % ACCURACY	Status: BEGIN OBJECTIVE		As of: 15-MAR-85	31
DEMONSTRATES MASTERY OF SKILLS IN LIPPINCOTT BOOK A			Init: 18-JAN-85	REG
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE		As of: 25-JAN-85	3

Name:	Date:	Role:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PROCEDURAL SAFEGUARDS: In compliance with Nebraska Department of Education Rule 51, Section 7, and Rule 54, Section 8, it should be understood that you have the right to: 1) review all records relating to evaluation and placement records will not be released without your approval; 2) review the procedures and instruments to be used in the evaluation; 3) refuse the evaluation; 4) be fully informed as to the results of the evaluation; 5) an independent evaluation; and 6) an impartial due process hearing should you not concur with any evaluation or placement. In addition, no change will be made in you child's educational program without an opportunity for you to review the evaluation results and give your written approval of the change.

I have received notice of my rights in my primary language.

I do__ do not__ give my approval for placement

Parent/Guardian:_____ Date:_____

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INDIVIDUALIZED EDUCATIONAL PROGRAM

OMAHA PUBLIC SCHOOLS

20-MAR-1985 Birthdate: 28-NOV-77

Parents: Phone:

Address: Present School: WESTERN HILLS
Home School: BELVEDERE

SPECIAL EDUCATION QUALIFICATION: LEARNING DISABILITY Date: 16-NOV-84

EDUCATIONAL SERVICES

Special Services Program: SLD PROGRAM Status: HALF DAY PROGRAM
Person Responsible: Role: SPEC.ED.TEACHER
Initial Date: 21-JAN-85 900 Mins/WK Review Date: 31-MAY-85

Regular Classes and Programs (900 minutes/week) include all academic areas except those Special Services specified above.

ADDITIONAL INFORMATION: THIS I.E.P. COVERS THE PERIOD OF THE REGULAR SCHOOL YEAR AND WILL BE REVIEWED ON AT LEAST AN ANNUAL BASIS.

EVALUATION AND REVIEW

1. Appropriate criterion tests will be administered for short term objectives throughout the school year. Records will be kept of the results with initiation and completion dates for each objective.

2. Diagnostic tests in subject areas will be administered as needed to determine present performance level and serve as a basis for evaluation.

Present Levels of Performance include those skills listed below which have been acquired to the specified criterion.

FOLLOWS CLASSROOM & SCHOOL RULES		Init:	BEA
Criterion: 50 % ACCURACY	Status: MET	As of: 16-NOV-84	3
SCORES ^{78ss} ON WOODCOCK-JOHNSON (WRITTEN LANGUAGE CLUSTER)		Init:	LAE
Criterion:	Status: MET	As of: 16-NOV-84	236
SCORES ^{74ss} ON WOODCOCK-JOHNSON (MATH CLUSTER)		Init:	MAF
Criterion:	Status: MET	As of: 16-NOV-84	57
SCORES ^{72ss} ON WOODCOCK-JOHNSON (READING CLUSTER)		Init:	REH
Criterion:	Status: MET	As of: 16-NOV-84	77

Long Range Goals include the development and improvement of skill and performance in the areas identified below by accomplishing each objective to the specified criterion.

BEHAVIOR - SCHOOL & CLASSROOM BEA

FOLLOWS CLASSROOM & SCHOOL RULES Init: 18-JAN-85 3
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 25-JAN-85

ATTEMPTS EVERY TASK PRESENTEDWITHOUT A NEGATIVE REACTION Init: 8-MAR-85 165
Criterion: DAILY Status: BEGIN OBJECTIVE As of: 15-MAR-85

HANDWRITING - BASICS HAA

CORRECTLY SPACES EACH WORD IN A WRITTEN SENTENCE Init: 18-JAN-85 135
Criterion: W/IN STU LIMITA Status: BEGIN OBJECTIVE As of: 25-JAN-85

MATHEMATICS - COMPUTATION - NUMERATION MAAA

WRITES NUMERALS IN ORDER FROM 1 TO 30 Init: 8-MAR-85 165
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

MATHEMATICS - COMPUTATION - ADDITION MAAB

RECITES FROM MEMORY ADDITION FACTS THROUGH 10 Init: 8-MAR-85 9
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

ADDS 1-DIGIT PROBLEMS W/OUT REGROUPING Init: 8-MAR-85 18
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

MATHEMATICS - COMPUTATION - SUBTRACTION MAAC

RECITES SUBTRACTION FACTS THROUGH 10 FROM MEMORY Init: 8-MAR-85 9
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

WRITES SUBTRACTION FACTS THROUGH 10 FROM MEMORY Init: 8-MAR-85 10
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

SUBTRACTS 1-DIGIT PROBLEMS W/OUT REGROUPING Init: 8-MAR-85 21
Criterion: 90 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

MATHEMATICS - MATH CURRICULUM MAE
==========

DEMONSTRATES MASTERY OF HEATH 1 SKILLS Init: 18-JAN-85 3
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 25-JAN-85

DEMONSTRATES MASTERY OF HEATH 1 SKILLS Init: 8-MAR-85 3
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

READING - ALPHABET REB
==========

TRACKS LETTERS FROM LEFT TO RIGHT Init: 8-MAR-85 54
Criterion: W/IN STU LIMITA Status: BEGIN OBJECTIVE As of: 15-MAR-85

READING - WORD ATTACK RED
==========

BLENDS INDIVIDUAL SOUNDS INTO WORDS Init: 8-MAR-85 27
Criterion: W/IN STU LIMITA Status: BEGIN OBJECTIVE As of: 15-MAR-85

NAMES CONSONANT, GIVEN CONSONANT SOUND Init: 8-MAR-85 29
Criterion: 95 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

IDENTIFIES SHORT VOWELS IN A WORD Init: 8-MAR-85 129
Criterion: 85 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

READING - SIGHT VOCABULARY REF
==========

READS AND SPELLS 16 HIGH FREQUENCY WORDS Init: 8-MAR-85 31
Criterion: 95 % ACCURACY Status: BEGIN OBJECTIVE As of: 15-MAR-85

READING - READING CURRICULUM REG
==========

DEMONSTRATES MASTERY OF SKILLS IN LIPPINCOTT BOOK A Init: 18-JAN-85 3
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 25-JAN-85

Name:	Date:	Role:

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I have received notice of my rights in my primary language.

I do__ do not__ give my approval for placement

Parent/Guardian:_____ Date:_____

OMAHA PUBLIC SCHOOLS
LEARNING DISABILITIES DIAGNOSTIC CENTER
4215 South 20th Street
Omaha, Nebraska 68107
978-7083

NAME:

GUARDIAN:

I.D. NO.:

ADDRESS:

B.D.: 3/30/75

PHONE:

C.A.: 9-5

SCHOOL: Dundee

GRADE: 4

ATTENDANCE DATES: September 17 - October 30, 1984

DIAGNOSTICIAN:

L.D. DIAGNOSTIC CENTER SUMMARY

READING

1. Ginn Reading Serier - Mystery Sneaker - page 50.
2. When introducing vocabulary it is helpful to put words on a card for easy reference. Include diacritical markings and color coding for syllables.
3. Discuss Focus Questions orally and then have them completed independently. It is necessary to proofread them with him
4. Continue to reteach the more difficult phonics skills by incorporating supplemental materials with reading material (i.e. Recipe for Reading, Phonics Is Fun).
5. Knows 90% of the first 300 Fry's Instant Words. Continue to work on autcmatic recognition of the remaining 300.
6. Able to work independently in reading comprehension material at a third grade level (i.e, Comprehension We Use - Book C from Rand McNally Co.)

SPELLING

1. Silver Burdette - Spell Correctly 3, Unit 8
2. Can do written assignments following oral discussion.
3. Can take sentence dictation test if given the opportunity to study the sentences during the week.
4. Additional spelling activities might include: alphabetizing, sentence formulation, dictionary work, word scrambles.

HANDWRITING

1. Use Palmer Method Handwriting Book 3 (consumable) to review and reteach all cursive forms and connections. Monitor closely to insure correct letter formations because of his tendency to begin strokes at the bottom.

2. Emphasize complete heading on each paper and correct organization of material on the page.

WRITTEN LANGUAGE

1. Able to write simple sentences, but requires review of basic capitalization and punctuation.

2. Expand written sentences with adjectives, adverbs, and phrases.

3. Develop independent proofreading skills.

MATH

1. Heath Mathematics Level 4, Chapter 3. Scored 68% on Posttest (had difficulty rounding off numbers).

2. Able to copy material from chalkboard or book.

3. Able to complete basic addition and subtraction facts, but they are not at an automatic level.

4. Makes careless computation errors.

5. Able to determine operations for story problems.

6. Monitor for possible mainstreaming in math.

BEHAVIOR

1. Stress raising hand and waiting to be recognized before speaking.

2. Emphasize attending while instructions are given.

3. Realize that some classroom routines must be followed without special explanation.

Diagnostician
Learning Disabilities Diagnostic Center

PROGRESS REPORT

20-MAR-1985 Record: 54 Page: 1

SCORES 94ss ON WRAT SPELLING		Init:		LAE
Criterion:	Status: MET	As of:	2-DEC-83	72
SCORES 96ss ON WRAT MATH		Init:		MAE
Criterion:	Status: MET	As of:	2-DEC-83	12
SCORES 88ss ON PIAT/WORD RECOGNITION		Init:		REH
Criterion:	Status: MET	As of:	2-DEC-83	54
SCORES 88ss ON PIAT/READING COMPREHENSION		Init:		REH
Criterion:	Status: MET	As of:	2-DEC-83	57
WRITES WITH PROPER FLUENCY AND LEGIBLITY		Init:	26-OCT-84	HAA
Criterion: DAILY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	157
WRITES A COMPLETE SENTENCE CORRECTLY		Init:	26-OCT-84	LAB
Criterion: 4 OF 5 TRIALS	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	125
WRITES A THREE SENTENCE PARA WITH CORRECT CAP & PUNCT		Init:	26-OCT-84	LAB
Criterion: 80 %OTT ON REQUEST	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	150
PROOFREADS WRITTEN ASSIGNMENTS AND CORRECTS ERRORS		Init:	26-OCT-84	LAB
Criterion: W/IN STU LIMITA	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	224
DEMONSTRATES MASTERY OF SKILLS IN SPELL CORRECTLY, LEVEL 3		Init:	26-OCT-84	LAE
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	72
DEMONSTRATES MASTERY OF HEATH 4 SKILLS		Init:	26-OCT-84	MAE
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	12
APPLIES CORRECT VOWEL DIGRPHS TO UNKNOWN WORD IN ISOLATION		Init:	26-OCT-84	RED
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	171
APPLIES CORRECT VOWEL DIPTHONG TO UNKNOWN WORD IN ISOLATION		Init:	26-OCT-84	RED
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	186
APPLIES CORRECT MURMER DIPTHONG TO UNKNOWN WORD IN ISOLAT.		Init:	26-OCT-84	RED
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	2-NOV-84	201
USES SYLLABIFICATION TO BREAK NEW WORDS INTO SMALLER UNITS		Init:	30-NOV-84	RED
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of:	7-DEC-84	228
SYNTHESIZES SYLLABLES INTO A WORD		Init:	30-NOV-84	RED
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of:	7-DEC-84	231
ANSWERS WHO/WHAT/WHERE/WHEN QUESTIONS AFTER READING STORY		Init:	30-NOV-84	REE
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of:	7-DEC-84	64

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PROGRESS REPORT

20-MAR-1985 Record: 54 Page: 3

DEMONSTRATES USE OF SKIMMING TO LOCATE INFORMATION		Init: 30-NOV-84	REE
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of: 7-DEC-84	153
	GINN READING SERIES		
DEMONSTRATES MASTERY OF SKILLS IN	MYSTERY SNEAKER	Init: 26-OCT-84	REG
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of: 2-NOV-84	39

Name:	Date:	Role:
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
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_____	_____	_____

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Parent/Guardian:_____ Date:_____

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INDIVIDUALIZED EDUCATIONAL PROGRAM

OMAHA PUBLIC SCHOOLS

20-MAR-1985 Birthdate: 30-MAR-75

Parents: Phone:

Address: Present School: EDISON
Home School: WALNUT HILL

SPECIAL EDUCATION QUALIFICATION: LEARNING DISABILITY Date: -DEC-83

EDUCATIONAL SERVICES

Special Services Program: SLD PROGRAM Status: HALF DAY PROGRAM
Person Responsible: Role: SPEC. ED. TEACHER
Initial Date: 31-OCT-84 900 Mins/WK Review Date: 31-MAY-85

Regular Classes and Programs (900 minutes/week) include all academic areas except those Special Services specified above.

ADDITIONAL INFORMATION: THIS I.E.P. COVERS THE PERIOD OF THE REGULAR SCHOOL YEAR AND WILL BE REVIEWED ON AT LEAST AN ANNUAL BASIS.

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Criterion:	Status: MET	As of:	2-DEC-83	78
SCORES 96ssON WRAT MATH		Init:		MAF
Criterion:	Status: MET	As of:	2-DEC-83	12
SCORES 88ss ON PIAT/WORD RECOGNITION		Init:		REH
Criterion:	Status: MET	As of:	2-DEC-83	54
SCORES 88ss ON PIAT/READING COMPREHENSION		Init:		REH
Criterion:	Status: MET	As of:	2-DEC-83	57

Long Range Goals include the development and improvement of skill and performance in the areas identified below by accomplishing each objective to the specified criterion.

HANDWRITING - BASICS HAA

WRITES WITH PROPER FLUENCY AND LEGIBLITY Init: 26-OCT-84 157
Criterion: DAILY Status: BEGIN OBJECTIVE As of: 2-NOV-84

LANGUAGE ARTS - WRITTEN LAB

WRITES A COMPLETE SENTENCE CORRECTLY Init: 26-OCT-84 125
Criterion: 4 OF 5 TRIALS Status: BEGIN OBJECTIVE As of: 2-NOV-84

WRITES A THREE SENTENCE PARA WITH CORRECT CAP & PUNCT Init: 26-OCT-84 150
Criterion: 80 %OTT ON REQUEST Status: BEGIN OBJECTIVE As of: 2-NOV-84

PROOFREADS WRITTEN ASSIGNMENTS AND CORRECTS ERRORS Init: 26-OCT-84 224
Criterion: W/IN STU LIMITA Status: BEGIN OBJECTIVE As of: 2-NOV-84

LANGUAGE ARTS - SPELLING LAE

DEMONSTRATES MASTERY OF SKILLS IN SPELL CORRECTLY, LEVEL 3 Init: 26-OCT-84 72
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 2-NOV-84

MATHEMATICS - MATH CURRICULUM MAE

DEMONSTRATES MASTERY OF HEATH 4 SKILLS Init: 26-OCT-84 12
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 2-NOV-84

READING - WORD ATTACK RED

APPLIES CORRECT VOWEL DIGRAPHS TO UNKNOWN WORD IN ISOLATION Init: 26-OCT-84 171
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 2-NOV-84

APPLIES CORRECT VOWEL DIPTHONG TO UNKNOWN WORD IN ISOLATION Init: 26-OCT-84 186
Criterion: 80 % ACCURACY Status: BEGIN OBJECTIVE As of: 2-NOV-84

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APPLIES CORRECT MURMER DIPTHONG TO UNKNOWN WORD IN ISOLAT.		Init: 26-OCT-84	20:
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of: 2-NOV-84	
USES SYLLABIFICATION TO BREAK NEW WORDS INTO SMALLER UNITS		Init: 30-NOV-84	226
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of: 7-DEC-84	
SYNTHESIZES SYLLABLES INTO A WORD		Init: 30-NOV-84	231
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of: 7-DEC-84	

READING - COMPREHENSION REE

ANSWERS WHO/WHAT/WHERE/WHEN QUESTIONS AFTER READING STORY		Init: 30-NOV-84	64
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of: 7-DEC-84	
DEMONSTRATES USE OF SKIMMING TO LOCATE INFORMATION		Init: 30-NOV-84	153
Criterion: 80 % OF THE TIME	Status: BEGIN OBJECTIVE	As of: 7-DEC-84	

READING - READING CURRICULUM REG

DEMONSTRATES MASTERY OF SKILLS IN GINN READING SERIES MYSTERY SNEAKER		Init: 26-OCT-84	39
Criterion: 80 % ACCURACY	Status: BEGIN OBJECTIVE	As of: 2-NOV-84	

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Name:	Date:	Role:
_____	_____	_____
_____	_____	_____
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Vol. 1, No. 2 April, 1985

NEWS VIEWS

Dr. Joseph Gaughan, Assistant Superintendent
Joyce Cramer, Supervisor of Learning Disabilities Program

NEWS AND VIEWS OF THE LEARNING DISABILITIES PROGRAMS

Omaha Public Schools
Department of Special Education

POINTS TO PONDER

Most L.D. students spend at least part of each day in regular classes. All of us need to be very sensitive to the needs of these students. We need to help them transfer newly learned skills and behaviors. We also need to step into the world of the regular teacher to help that teacher accommodate the special needs of our students.

We, as special education teachers, can help students function successfully in regular classes by providing both direct and indirect services. Many of the direct teaching activities that we do are aimed at helping the students develop skills.

We do things such as:

1. Instructing the students in academic skills.
2. Instructing in skills such as skimming, note-taking, hand-raising, time management, etc.
3. Creating charts to monitor progress.
4. Providing rewards for appropriate behavior.
5. Teaching students the social and classroom behaviors that are expected in regular classrooms.
6. Teaching students to use compensatory devices or techniques.

We also enhance the quality of mainstreaming with indirect services. These activities are greatly dependent upon the relationship between the special education teacher and the regular class instructor. A positive trust level and rapport must be developed between the teachers. Indirect services include:

1. Modifying assignments.
2. Providing low level materials.
3. Breaking tasks down into smaller steps.
4. Sharing ideas.
5. Brainstorming alternatives and problem solving.
6. Observing and giving feedback.
7. Arranging peer tutoring or a "buddy system".
8. Crisis intervention — being available if necessary.

It's easy sometimes to isolate ourselves in our "special" rooms where all variables are under our direct control, but to be truly effective in the school we need to become more proficient in consulting skills and procedures for generalizing skills into regular classes.

Joyce Cramer

MAINSTREAMING
Modifications That Work !

Successful mainstreaming in the regular class is an ultimate goal for LD students. The following modifications may help:

Time —

- allow the student more overall time to complete assignments
- gradually lengthen work assignments as the student begins to succeed
- set up specific schedules for the students so they know what to expect

Learning Style —

For an auditory learner:

- provide verbal as well as written directions in assignments.
- tape important reading material using only essential information
- give student oral rather than written tests
- have another student read important information to the mainstreamed student
- have the student repeat words aloud or silently while writing them down on paper to prevent omissions of words or phrases

For a visual learner:

- provide flash cards printed in bold, bright colors
- include visual cues on chalkboard for all verbal directions
- give the students written directions in assignments
- allow the visual learner to read to an auditory learner

Learning Environment —

- place the student next to another student who can provide help when needed
- separate the student from others who can be distracting
- place the student close to the teacher for more immediate help when needed

Content —

- reduce the amount of work required
- include essential material
- provide specific questions to guide their reading
- point out exact paragraphs where information can be found
- have on hand alternate and supplementary materials

REPORT CARD COMMENTS

Report cards help to summarize the student's progress for both the student and his parents. The teacher's message to the parents makes the report more personal. It is one means of maintaining a good relationship between home and school. From the written comments, many parents form their opinion of the teacher's concern for their child. Begin the message on a positive note. Be tactful, concise, and honest.

Sample comments for work habits:

- Often sacrifices accuracy for speed
- Needs to develop quieter habits of communication
- Is inclined to involve himself in other people's business
- Is satisfied with less than his best
- Is inclined to expect help from others
- Work doesn't reflect his true capabilities
- Is conscientious about the quality of his work

A complete listing of comments in all areas is available from the L.D. Center.

SOCIAL SKILLS

The intermediate L.D. classes are participating in a project to assess social skills. Students selected for the project are mainstreamed at least 25% of the time. The regular classroom teachers are being asked to rate social behaviors of these students in areas such as making friends and dealing with frustration. The results of this survey will be used to plan curriculum and related activities.

Resource, developmental, and L.D. teachers will have the opportunity to order *Skill Streaming the Elementary Child.* The program identifies 60 skills that constitute social success in school. It also contains specific teaching ideas for each skill. This program will be useful for the behaviorally impaired and L.D. students who are in need of support for social skills.

TAKING TESTS

Taking tests is difficult for all of us but especially for an L.D. student. Teachers can help by reviewing these strategies every time a written assignment is given:

- Try to sit in a place where you will be least distrubed.
- Look at the different types of questions and how many points each is worth.
- Budget your time, making sure you allow sufficient time for the questions that are worth the most points.
- Read directions carefully. Underline important direction words, such as circle, choose one, match, show how, etc.
- Start with the questions that are the easiest.
- Be alert for information in some questions that may provide help with other more difficult questions. If you find such information, be sure to note it before you forget.

BRIEFLY ...

... Watch for new materials that are included on the annual textbook order form. Call the L.D. Center (978-7083) if you have any questions about specific items.

... Taped materials are still available through the Visually Impaired IMC at Technical High School. Contact Marilyn Adams (978-6310) for information.

... The final CEC meeting of the year is on Thursday, May 9. Dress casually for the picnic. Election of officers will be held. Watch for a flyer coming in the mail.

... NACLD (formerly STARR) holds meeting on the third Tuesday of each month. They are at ESU #3, 4224 South 133 Street. The agenda for the April 16 meeting will include a discussion of post-secondary L.D. students.

LEVEL II PLACEMENT

It is essential for us to be aware of the procedure for self contained LD placements.

1. Staffing at the building level determines the need for Level II Placement.
2. Files are reviewed by the L.D. Audit Committee. The committee consists of the L.D. supervisor, two psychologists, and two community counselors. Each file is routed to three members for consideration. If approved, the file is forwarded to the Placement Office.
3. With Placement Office approval, the student begins at the L.D. Center. Recommendations for educational programming are formulated and an IEP is generated.
4. Placement is made in an L.D. classroom

LOCK PROJECT

This year the intermediate L.D. and Developmental rooms have been involved in a project to help "unlock" the mystery of combination locks. Junior high teachers tell us our students have a difficult time with their lockers. Each intermediate classroom had a chance to use a set of combination locks. Even though this won't eliminate the problem, at least our students will have some experience with working combinations.

Laura Broeker, Developmental teacher at Sunny Slope, thought the padlocks were very necessary —her students really enjoyed them. She would like to keep them longer next time and develop worksheets to reinforce skills.

STAFF CHANGES

Due to increasing enrollment, a new 3-4 grade L.D. classroom has opened at Masters School. Welcome to Carol Kaup who was transferred from the Resource Program. John Berger has filled the Resource position at Clifton Hill.

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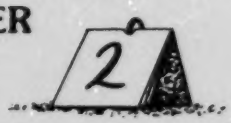
TAKING A NUMBER



How would you like to cut down on interruptions during instructional time? A number system can help.

Remember going to the ice cream store in the summertime and "taking a number?" That same system can be used in the classroom. Have a set of cards numbered in order from one to the total number of students in your class. Numbers can be displayed on a hook. Children with a question can "take a number" and return to their seat to work on a different task until the teacher or aide calls their number. This system eliminates discussion about who's hand was up first.

WORKING TOGETHER

If you were to visit the Learning Disabilities Diagnostic Center, you would notice a desk located between the primary and intermediate areas. This is the location of the Auxiliary Speech/Language Pathologist who serves on a part-time basis. The location of the desk provides a good opportunity for observation of the students. Observation can reveal aspects of a student's communication skills that are not always possible to elicit on standardized tests or in a small "speech room" atmosphere. The SLP is able to look for some answers during observation. Does the student remember a set of directions for longer than a few seconds? Does he confuse left and right? Does he ask appropriate questions to gather information when he needs it? Does he interpret nonverbal cues from teachers and peers correctly? Are his social skills adequate? How does he interact during play? If a student is already in a speech/language program, it is important to observe whether or not he is generalizing skills and strategies into his environment.

Given the opportunity for valuable observation, the SLP and classroom teacher can combine their knowledge about a student to help understand the problems and develop strategies for remediation.

LANGUAGE IDEAS

Language helps individuals communicate their needs and wants to others. Language is used to question and investigate the surrounding environment, to acquire information, and to find solutions to problems.Because language is so important in the learning process, we must make a particular effort to provide for language experiences that foster cognitive growth. Our responsibility is to develop an effective language curriculum that maximizes the student's development.

Catalog Capers is a clever game to help primary elementary students develop the ability to identify and describe objects. It assists the teacher in helping to develop expressive vocabulary by naming and describing persons and objects. A student is blindfolded and given a catalog to open at random. One child then places a finger on a picture on the exposed pages. The blindfold is removed and the child names the object. The teacher can use probing questions to elicit more responses: "What is it?", "What would you use it for?", "Who would use it?."

For students to interact appropriately in regular classrooms they require adequate social communication skills. Intermediate students enjoy role playing and could gain valuable expressive language skills when playing the game **Telephone Talk.** Students are teamed and select a role playing situation to present to the class. Some suggested telephone conversations could include:

- calling the police to report a burglary or accident
- calling the fire department to report a fire
- calling a friend to invite to a party
- a parent calling school with a message for the child
- the teacher calling a parent to relay a message
- calling the doctor for an appointment
- calling the next-door neighbors to tell them their dog is loose
- calling a movie theater to find out the time of the main feature
- calling a toy store to see if it carries a particular toy
- calling a friend to play

The teacher should observe the appropriateness of the student's language and make suggestions for alternative ways of expressing thoughts. It may be beneficial to keep an anecdotal record of the students' performances, based on the teachers observations.

CONVENTION NOTES

"We're All In This Together"

The ACLD International Conference was held in San Francisco, February 20-23, 1985. It was an excellent conference with many very good sessions. It's always interesting to visit with educators from all over the country. It makes the phrase "We are all in this together" very meaningful. The issues that concern us such as definitions, curriculum, mainstreaming, secondary programs, etc. are also national concerns.

One session that was particularly interesting to me dealt with teaching "Study Skills to the LD Student." It was presented by two teachers from the Landmark School, a private school for LD students in Massachusetts. This school offers both a Pre-College and College Program. We will summarize and share ideas form this presentation with LD teachers later. The topics that were covered include organizing skills, recognizing main ideas, notetaking, summarizing textbook skills, test-taking skills, and research and report writing skills.

— Joyce Cramer

"New Commitment - New Horizons"

The theme of the CLD Internation Conference "New Commitment - New Horizons" was basic to the research ideas, techniques, and general experiences shared daily in most sessions. The "new" was prime in the emphasis given to computer use for LD students, the social skills question, and the attention given to the adolescent and adult learning and living problems. "Commitment" filtered into almost every speaker's view as the identification and academic achievement of LD kids was explored.

The "numbers game" between LD, slow learner, and EMH identification and service delivery was basic to many of the keynote addresses. One strong statement that I heard over and over in sessions was that *clinical judgement* was considered the best predictor or identification tool for identifying LD needs.

Ten key issues were presented to the panel who constituted the closing general session. These distinguished panelists: Janet Lerner, Milton Brutten, Dorothy Crawford, Sylvia Richardson, Esther and J. Gerald Minskoff, Jeanne McCarthy — moderated by Larry Lieberman — openly debated and explored questions involving: minimum compentency tests, formulas for measuring severe discrepancy, least restrictive placements, right/left brain function, testing, government involvement, questionable therapies, and professional judgement. This panel session was to say the least "lively." Audience comments and the panel members' quick responses kept this two hour session on the move.

Generally, I came away from this conference being peased with the up-to-date and futuristic methods we in OPS are using. We certainly seem to be in the forefront of techniques and service delivery methods.

— Pat Koegele

"Early Identification of Learning Disabilities"

Dr. Sylvia Richardson, a pediatrician, believes that the LD population can be reduced by revising both the early childhood and teacher training programs. She likened a child to bamboo, which remains underground for seven years after planting. During that time the gardener sees nothing, but the entire foundation of the plant is formed. Children are like bamboo — we cannot always predict just when a child will evidence a spurt in some area of development; as each child has his own maturational rate in various areas. Consistent developmental review, along with diagnostic teaching, is essential during the pre-school years.

Although delayed language is the most significant signal that something may be wrong, early speech and reading are not signs of intelligence. Richardson considers teaching children to read before they are ready as a form of child abuse. Teacher education should focus on how to teach the "different child" within the regular classroom. She feels that primary teachers should be adept at using at least a half dozen methods of teaching reading.

— Jo Larsen

SPOTLIGHT

Debra Ponec, Intermediate LD teacher at Spring Lake, uses the clever mainstreaming card shown below when her students attend classes in their regular classrooms. She feels it is a good way to provide her with immediate feedback.

Mainstreaming Report

Student _____

Date _____ Class _____

_____ Completed academic work

_____ Did not complete work

Behavior: ____ good ____ fair ____ poor

Comments: _____

_____

Teacher _____

Becky Barry and Ronda Dostal, Developmental and Intermediate LD teachers at Edison, have been team teaching this year. They share a classroom and by combining their students, they are better able to exchange ideas and teaching techniques. They have been successful in implementing a behavior management program targeted to eliminate negative interaction among their students. They are using tangible rewards to shape behaviors. In addition, they are using positive comments to encourage modeling of appropriate interactions.

Marlyce Eiesland, Resource teacher at Catlin and Crestridge, uses individual sticker charts to reward good work and behavior. When the sticker charts are completed, students may take them home and add to their sticker collections. Marlyce has often laminated the sticker charts so the students can remove and exchange stickers with their friends without damaging them.

SUPER WORK

Name _____

STICKING TO GOOD BEHAVIOR

Name _____

BOOK REVIEWS

- **Workbook For Language Skills** by Susan Howell Brubaker, published by Wayne State University Press, Detroit, 1984.

This book contains numerous exercises for written and verbal expression. The book addresses seven target areas using functional language tasks. These target areas include: spelling, sentence completion, sentence construction, sentence comprehension, figurative language, general knowledge, and word recall. These targets provide usable language and reasoning skill activities for intermediate LD students.

- **Workbook for Reasoning Skills** by Susan Howell Brubaker, published by Wayne State University Press, Detroit, 1983.

This book provides exercises which cover most of the aspects of cognitive facilitation ordinarily encountered. Targeted areas include: drawing conclusions, problem solving, following directions, visual/logical sequencing, humor, numbers/symbols.

- **Home Is A Learning Place** by Helen Ginandes Weiss and Martin S. Weiss, published by Little, Brown, and Company, 1976.

It is a parents guide which helps to define LD, trains them to recognize different learning styles and outlines how they can structure home time to assist the LD student. The Weisses trace the stages in which students develop essential skills, and describe activities for the home that will encourage the development of those skills.

- **Your Child Can Win** by Joan Noyes and Norma Macneill, published by William Morrow and Company, Inc., 1983.

Part One of the book is a comprehensive guide that explains what parents can do on a day-to-day basis to boost the child's self-esteem. Part Two contains games and activities.

All of these books are available through the Library of Special Education Book Club.

YOUR VIEWS

To maintain and improve the quality of his newsletter, everyone's input is important. Please take a minute to complete this form and return it to Joyce Cramer.

★ 1. Article you liked most? _____

★ 2. Any changes you would like to see? _____

★ 3. Anything you would like included? _____

★ 4. Was the newsletter informative? _____

★ 5. Would you like to see the newsletter continue? _____

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